
El aula virtual Literatura Infantil en la formación de los profesionales de la Educación Primaria

The virtual classroom of Literature for Children in the training of professionals of Primary Education

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Resumen: Se pretende fundamentar la concepción del aula virtual de la asignatura Literatura Infantil como una de las vías de inserción de las tecnologías de la información y la comunicación en el proceso formativo de los profesionales de la Educación Primaria. Se respaldó en métodos como el análisis documental, el análisis-síntesis, la inducción – deducción, el histórico-lógico, la entrevista y la observación. Este producto tecnológico se ha estructurado por módulos que dan la posibilidad de acceder a una amplia bibliografía, videos, imágenes y otros recursos que resultan de gran valor.

Palabras clave: Hiperentorno de aprendizaje; Literatura infantil; Aula virtual; Producto tecnológico educativo

Abstract: The aim of this paper is to base the conception of the virtual classroom of the subject Literature for Children as one of the ways of insertion of the information and communication technologies in the formative process of the professionals of Primary Education. It relied on methods such as documentary analysis, analysis-synthesis, induction-deduction, historical-logical, interview and observation. This technological product has been structured by modules that provide the possibility of accessing a wide bibliography, videos, images and other resources of great value.

Keywords: Learning virtual -environment; Literature for children; Virtual classroom; Technological educational product

Introduction

The training of teachers has gone through different curricula, and the "D" plan has intensified the work with curricular strategies with the aim of contributing to the training of more capable professionals.

Professionals are faced with new ways of acting, of processing the accumulation of information that occurs because of advances in science and technology such as the discovery of optic fiber; the mathematical algorithms of digitalization and understanding of analog information; the media storage; Internet and the network system, among others, that have given way to Information and Communication Technologies (ICT), defined as "... technological transformations that, in the framework of communications, link people and groups through the symbiosis telephone-television-personal computer, which causes an unimaginable cultural revolution" (González and Labañino, 2004, p.31).

The school is faced with increasingly demanding challenges, as ICTs become an indispensable tool to accelerate the teaching-learning process, enhance its quality, and promote research and innovation processes in the curricular, methodological, and technological fields and organizational teachers' research training poses challenges that must be overcome by integrating knowledge about new technologies (García and Addine, 2004).

Cuban universities have the responsibility to prepare future professionals in the use of ICT for the self-management of knowledge in virtual spaces. At this time, the creation of virtual classrooms is a priority in all majors, as they constitute one of the learning tools which efficient use requires the professionalization and updating of the teaching staff.

However, in different assessment activities to the pedagogical process it has been detected that teachers still do not take sufficient advantage of the possibilities offered by ICT from the academic, labor and research components for task orientation, so that the class is not always constituted in a professional performance model for students in training.

These limitations are seen in the teaching of the subject Literature for Children in the fifth year of the major in Primary Education. The observation to classes; interviews with eight teachers from a population of 13; the analysis of documents such as the contents of the ICT curricular strategy, the requirements of the program of Literature for Children, the basic text of Abascal (1987), the theory of learning hyperinterests, as well as the level of effectiveness of the technological product developed, allowed to identify inadequacies in the pedagogical practice in relation to the strategy given that: a relationship between theory and practice that allows the application of ICT as an alternative solution to professional problems is not yet

achieved; there are limitations in the use of virtual classrooms and e-mail based independent work, and in the development of materials in digital format to deepen the contents of the subject.

Despite these limitations, the characteristics of the contents of the discipline in the different spheres of action of the professional were determined as potentialities; the willingness of teachers to face the demands of Higher Education; the University has a variety of technological resources available to students and teachers; the treatment from the undergraduate vice-rectory to strategies in general, and ICT in particular; acceptable development of computer skills by teachers and students to face the contradictions raised in the class and the willingness to solve them with the technological resources put at their disposal.

Consistent with the above, the objective of this research paper is to establish the conception of the virtual classroom of the Literature for Children subject as one of the ways of inserting ICT into the training process of Primary Education professionals.

Development

Computational virtual education is one of the forms of study that seeks to teach future professors how to learn, the teacher becomes a guide and the scholar is in charge of planning his teaching schedule. Access to telematic networks of educational content with e-mail options, participation in debate sites, access to documentation, etc., are the new trends in the use of ICT in education, which turns this process into guidance for search and processing of information.

Several studies have been done on virtual classrooms, it is assumed as an innovative system of education oriented to improve communication, to encourage interactive and personalized learning, critical analysis and teamwork, that is, a new space for learning (Dawkins, 2014).

Computer-based instructional programs (educational software) are usually classified as:

- Tutorials: present the information and guide the student in their learning, the student's activity is controlled by the program.
- Coaches and evaluators: exercise a topic and control the results.

- Games: are responsible for proposing challenges that can contribute to the development of skills.
- Simulations: propose learning situations in which the control is governed by the student and not by the program, as in the case of the tutorials.
- Hypermedia and hypertext: Multimedia applications that allow non-online access to information. This technique is used in the preparation of glossaries, encyclopedias, electronic books, among others (González and Labañino, 2004).

In practice, several classifications can be combined in the same program and students can be presented with material from different sources: texts, graphics, audio, video, animations, simulations and photographs. When these resources are combined with interactivity, the possibilities for the development of an educational environment of great significance are created, reinforcing González's (1988) criterion, that several sense organs transmit information, in which sight and hearing play an important role, a criterion shared by Menéndez and Fuentes (2014). The above conditions the creation of virtual classrooms.

The virtual classroom is a way to achieve greater interactivity, communication, application of knowledge, evaluation and management of the class, which allows:

- Support and complement face-to-face teaching as another form of relationship and interaction between teachers and students.
- Motivate the use of information technologies.
- Encourage a stimulating and cooperative learning environment.

In addition, it offers the following advantages:

- Overcomes the limitations of time and space.
- Develops a broad computational culture.
- Enrich learning, developing creative and constructive thinking.
- The user establishes his own schedule adapting it to his needs.
- It allows access to education from anywhere in the country.

- Greater concentration and access to information.
- Distribute information quickly and accurately to all participants.
- Prepares the student for his future professional work.
- Systematizes knowledge.
- Evaluates students differently.

However, it has been possible to determine disadvantages such as:

- When the student has little knowledge of computer skills it is more difficult to acquire knowledge.
- The possibilities of stimulating positive emotional attitudes that improve academic performance are lower.
- The type of social relationships established in traditional classrooms is reduced.
- Material and technological conditions are not always sufficient. (Dawkins, 2014)

Elements that make up a virtual classroom

The elements that make up a virtual classroom arise from an adaptation of the traditional classroom to which technological advances are added to the majority of users, and in which factors such as face-to-face communication are replaced by other elements or tools that allow:

- Distribution of information
- Exchange of ideas and experiences
- Application and experimentation of what has been learned
- Knowledge evaluation
- Security and reliability in the system

Hence, virtual classrooms constitute one of the learning tools that characterize the current educational context, which efficient use requires the professionalization and updating of the teaching staff for its effectiveness.

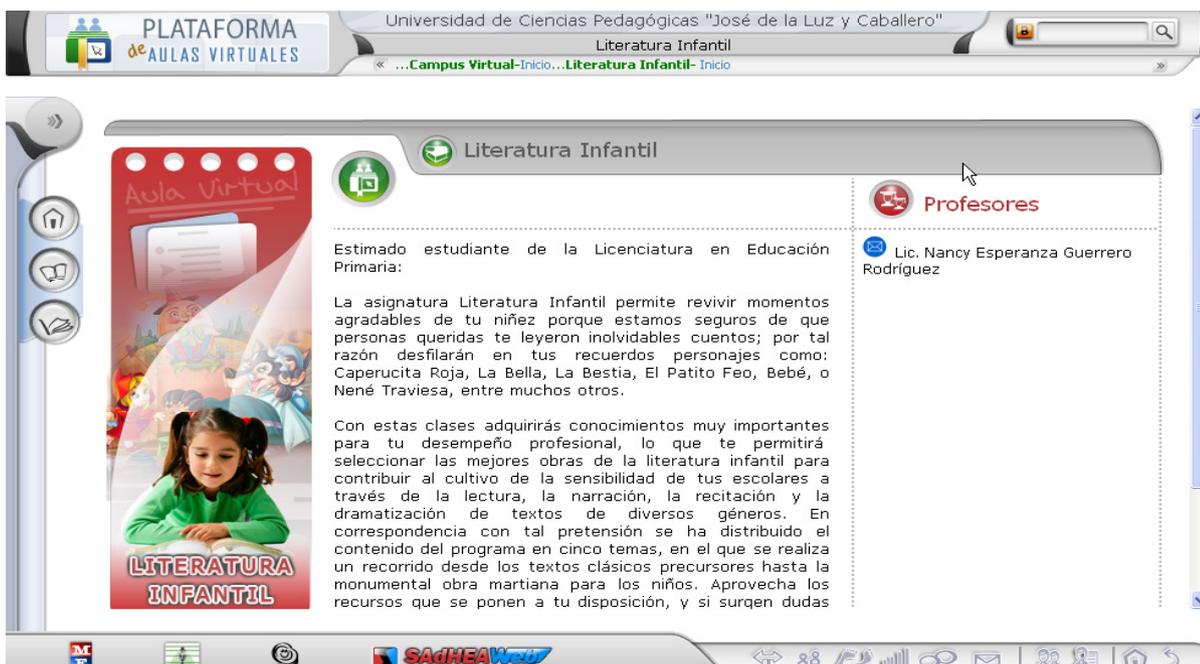
The virtual classroom proposed in this work constitutes a web application developed with the SAdHEA-Web author system, which is being developed by the Center for Software Studies and its Teaching Applications (CESOFTAD) of the University of Holguin.

With SAdHEA-Web, the possibility of producing on-line educational software, developed with PHP, JavaScript, AJAX technology and MySQL as a database support is provided. This author system offers great benefits to teachers of various disciplines who are interested in developing their own educational software because it has characteristics that do not require programming knowledge for users and allows for systematic updating. The resulting product is free software that incorporates concepts and services of the web.

The products created with the System Author of Learning Hyperspaces (SAdHEA Web), can be in the order of hyper-environments or specific software. This means that it is a learning resource that consists of different interaction modules.

Based on these foundations, the virtual classroom "Children's Literature" was created for the fifth-year students of the major in Primary Education, but it can also be used by students and teachers from other majors.

The product created by Guerrero (2014) has the following structure:



1. Home page: students are presented, through an introduction to the virtual classroom, a brief description of the organization of the subject and its object of study. It contains illustrations of rhymes and classic stories for children. It also declares the name of the teacher of the subject and his email. In addition, from this screen, you can access all the modules that comprise it and a set of facilities related to users such as: registration, online users, and total visits.

2. Module I - Contents or topics: it constitutes a hypermedia book through which the user has access to all the information related to the contents of the subject.

In this module you can find:

1. The five didactic guides of the theme: approach to children's literature, the epic genre for children, the lyrical genre, the dramatic genre, and Martí's work in the child's literary universe. In these guides, it is recommended the development of bibliographic and content files, and a literary folder that includes schemas, conceptual maps, stories, poems, dramatic works, photos and biographical synthesis of the authors, which can serve as means of teaching in professional practice.

2. The activity systems of each theme: the activities are elaborated taking into account the requirements of the types of classes of Higher Education

3. The teaching activities integrated by 28 classes: conferences, seminars, and practical classes in which the interactive nature is taken into account.

All the didactic guides, the activity systems and the teaching activities are contained in pages where texts, images, graphics, diagrams are presented, as well as links to the glossary of terms, the galleries of images and sounds, and the documents of interest.

From this module you can access the Virtual Library module where the student has the possibility of enriching the information related to the contents through image galleries, glossaries of terms, as well as documents of interest and access to websites.

3. Module II- Virtual Library

This module is composed of:

1. A gallery with 45 images: photographs of authors, covers of books and illustrations of stories and poetry; activities related to the narration, recitation and dramatization of children's literary works, types of puppets, among others.

2. A gallery of sounds: four videos, three of them musical, and one movie.

3. A slide show related to children's theater in Holguín.

4. A glossary of terms composed of 19 basic concepts, eight secondary and 14 biographies of the writers.

4. A set of 44 documents of interest with books, materials and articles, five of them as a result of the investigative work of the author of this virtual classroom.

5. Links of interest, refers to:

- Cuban Educational Portal (Cubaeduca)
- Cuban Encyclopedia on the net (EcuRed)

The implementation of this virtual classroom based on the teaching-learning process of the subject Child Literature in the development of classes in the virtual laboratory, and in the solution of activities proposed by the teacher as a way of preparing for practical classes and seminars allowed:

- The integration of curricular strategies, particularly the use of information and communication technologies (ICT).

- The solution of professional problems such as:

- Show mastery of the subjects of the curriculum and its development, with emphasis on the knowledge of national and international history, the English language, and artistic and literary appreciation, which evidences an integral general culture in correspondence with the economic and social development of the country.

- The use of different language resources for effective communication.

- The use of various technological resources for the development of the educational process.

- The fulfillment of the objectives planned for the fifth year of the major:

- Demonstrate with attitudes and example, values that correspond to the revolutionary teacher, expressed in his political-ideological preparation, in the knowledge of various economic, scientific, artistic-cultural and pedagogical issues.
- Demonstrate efficiently the use of educational strategies with the management of information and communication techniques both in the educational process in general and in the teaching-learning process in particular.
- The fulfillment of the objectives of the Literary Studies discipline:
 - Analyze literary works using the analysis methodology appropriate to the various literary genres.
 - Develop the ability to perceive and express, understand, feel and enjoy the artistic beauty, and the aesthetic ideals and feelings that are manifested through the different works.
 - Develop communication skills, both orally and in writing, and especially the analysis and appreciation of literature.
- The fulfillment of the objectives of the subject Literature for Children:
 - Value the importance of works of literature for children as an educational resource that contributes to the cognitive development, the language correction and the communication of children.
 - Characterize the genres and basic generic forms of children's literature that are used in early childhood education.
- The enrichment of the conception of the integrative discipline Labor Research Skills Development, through:
 1. The systematization of the skills of the subject:
 - Read artistic texts with correctness, fluency and expressiveness.
 - Aesthetically appreciate texts of different literary genres.
 - Narrate, recite and dramatize texts for children.
 - Express orally in accordance with the rules of a good communicator.

- Modeling activities related to language and literature in professional performance.

2. The accomplishment of student scientific works: 14 extracurricular works and two diplomas, one of them awarded in the 29th National Forum of University Students of Pedagogical Sciences, as well as in the International Pedagogy Congress 2017.

The following are connoted as manifestations of impact:

In the economic sphere, the product created is developed with human resources and learning material of the Cuban universities, and responds to the training needs of education professionals as a way for innovative and technological independence. This avoids the acquisition of materials in the international market with the consequent expenditure of financial resources and not adapted to the characteristics of the Cuban and Holguin educational context specifically. It contributes to the substitution of imports for concept of printed bibliography or procedures of copyright with other countries for its printing in Cuba.

From the social point of view, it is a result of the Cuban educational development itself, and responds to the aspiration of the country's leadership by placing in the hands of all Cuban university teachers and students in the area of Pedagogical Sciences a learning resource created with the Author System of Learning Hyper-environment (SAdHEA Web) that already reaches a total of 600 visits.

In the environmental order, the fact that information of high scientific value is offered for training the education professional in the university network replaces the printing of texts, which avoids industrial processes that, by their nature, contaminate the environment.

The main scientific value lies in the level of professionalization that teachers achieve through their introduction into their own educational practice in schools, as well as teacher training based on the transfer of fundamentals, methods and techniques in their professional performance, procedures, attitudes and different behaviors, consistent with the recognition of the pedagogical value of intellectual diversity.

The content of the technological product has served to elevate the quality of the methodological work of the Literary Studies discipline, not only in the enrichment of the preparation of the subject Literature for Children regarding the conformation of the protocol

of the classes, but in the teaching of methodologically instructive classes, demonstrative classes, and open classrooms, which served as the basis for a teacher of the group to move to the main category of assistant professor.

The main results have been published and socialized in scientific events.

The technological product has been applied since the 2013-2014 courses through undergraduate and postgraduate teaching at the University of Holguín in the faculties of Early Childhood Education, Psycho-pedagogy and Arts and Humanities, in the majors in Primary, Special Education, Preschool and Speech Therapy, and Spanish- Literature; and in the Pedagogical School "José Martí" of Holguín.

Conclusions

The implementation of virtual classrooms has been a valuable alternative to work with the subject of Literature for Children taught in the fifth year of the major in Primary Education because it allows better use of computer and technological resources by teachers and students.

The virtual classroom Literature for Children contributes to the fulfillment of the objectives of the homonymous subject in the majors where it is applied based in the modules that make it up.

This technological resource constitutes a new learning environment that allows interactivity, communication, and dynamism in the presentation of content, so it positively influences students from the perspective that they assume a leading role in the construction of knowledge.

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